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AUTHOR Velazquez, Clara
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ABSTRACT

This paper is based on the premise that an evaluation of teacher performance should consist of an evaluation of the teacher's presentation of subject matter and of the teacher's interaction with the students. In order to develop a balanced evaluation methodology, four English as a Second Language (ESL) classes in two schools on the island of Puerto Rico were observed and taped. Three of the classes were composed of adult students while the fourth class consisted of ten bilingual children, ages 6-7. Presentation of ESL material was evaluated by a comparison of the methodology suggested by three prominent contemporary writers on ESL teaching in the U.S.. The methodologies recommended by these three experts were summarized and the teachers were rated according to which techniques they used frequently. Class interaction was evaluated in terms of a system developed by Gertrude Moskowits who suggested that a language lesson be divided into time intervals of three seconds each. Each interval was then to be coded in terms of ten behavioral categories analyzing the interaction between teacher and students in a classroom milieu. Findings indicated that none of the teachers used the total methodology suggested by any one specialist, but that certain of their recommended techniques were used by each teacher. The teacher who ranked highest in effectiveness used the discovery method. One of the findings of the class interaction analysis was that all of the teachers used more indirect influence than direct in manipulating the class. An observer's ranking of teacher effectiveness is also presented. Criteria for this ranking included teacher poise and personality, class dynamics, and the teacher's use of vocal qualities. (Author/AM)

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TEACHER-STUDENT INTERACTION IN THE PUERTO RICAN SCHOOL SYSTEM

Clara Velazquez, Ed.D.

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Classroom teaching is, at best, a difficult activity to evaluate adequately; and it seems almost impossible to judge teacher effectiveness fairly and objectively. Of course, it has always been agreed that the object of teaching is learning. It has been proposed more than once that teacher effectiveness should be judged by student performance. However, the arguments against such a method of evaluation are strong and persuasive: 1) not all students have the same ability, and a teacher should not be criticized because of lack of ability on the part of the student; 2) not all students have the same motivation to learn, and again this is something for which the teacher should not be judged; 3) some students have concerns outside the classroom which prevent their working at full potential in the classroom, again a matter over which the teacher has no control; and 4) not all students have the same background in a subject area, and the teacher should not be responsible for the former teacher or school that did not do an adequate job of preparing the students.

Proposals for evaluating teacher effectiveness on the basis of their performance alone, and not in conjunction with student achievement, have been limited. One reason for this is that each subject field has numerous experts, each advancing an approach to presenting the subject matter in its most logical and effective form. The question of teacher effectiveness, thus, gets confused with the question of the relative merits of one teaching approach over another. ESL has many experts, and many proposals are made not only for the teaching of the subject in general but for special aspects of the subject, such as pronunciation, sentence structure,

vocaulary, reading, etc. This makes evaluation of the ESL teacher's effectiveness on the basis of her performance alone a particularly difficult task.

When one attempts to judge a teacher's effectiveness only on the basis of how well she presents the subject matter, one also encounters the problem of the existence of the students. That is, the teacher and the subject matter are not alone in the classroom; there are students who are reacting to both the teacher and the subject matter. Thus, unless there is a method for evaluating not only the teacher's presentation of subject matter but also the teacher's interaction with the students, the evaluation is incomplete and one-sided.

Fortunately, there is a method of judging the effectiveness of the teacher-student interaction in language teaching, a method developed by Moskowitz. This method evaluates the communication between teacher and student and gives a picture of the kind of learning that is going on. If this method of evaluation were to be used <u>along with</u> an evaluation scale of presentation of subject matter drawn up by the experts in ESL, then one might be able to arrive at a balanced evaluation of teacher performance in an ESL class without resorting to tests of student performance.

Statement of Procedure

For the purpose of developing a balanced evaluating methodology, I visited four ESL classes in two schools on the island of Puerto Rico, and observed and taped the proceedings. Although the classes were thirty-five minutes long and were observed in their entirety, only the first ten minutes of the class was taped and used for evaluating purposes. In each instance this portion of the class was used to teach the sounds /y/ and /j/ in the English language. This taped material will be analyzed in this paper for the purpose of comparing the methods of the four teachers.

Description of Classes

Class #1 was composed of six students ranging in age from 35 to 40. Class #2 consisted of eight adults between the ages of 18 and 29. Class #3 was composed of five adults ranging in age from 18 to 25. All of these three classes were part of the 9th grade, Intermediate level of the Adult Education Program of the Puerto Rican public school system. All three classes were taped at the Escuela Intermedia de la Segunda Unidad de Saint Just, Carolina, Puerto Rico. The fourth class consisted of ten bilingual children, ages 6 - 7 years, who had spent a period of six months to one year in the New York City area but who, at the time, were permanently residing in Puerto Rico. All the children had studied their kindergarten or part of it in New York City. The lesson was taped at the Robinson Bilingual School, San Juan, Puerto Rico. This is a private school in the area of San Juan.

Description of Teachers

Of the four teachers, Class #1 was conducted by a teacher born in

Puerto Rico whose education was obtained totally in the New York City area. She holds a Bachelor of Arts degree but has no ESL training. In order to be able to teach English she took the test given by the Puerto Rican Board of Education to teach ESL. Lesson #2 was taught by a Puerto Rican-born teacher, partially educated in Puerto Rico, but whose graduate studies were done in New York City. He holds an MA degree from Teachers College, Columbia University, with a specialization in Spanish. Further graduate studies were done in the TESOL Program of the same school. He earned no degree within that Program. The teacher of Class #3 was a U.S.-born teacher of American descent, totally educated in New York, specialized in ESL and licensed by the New York City Board of Education for the teaching of ESL. She holds an MA degree. Teaching the last lesson was a Puerto Rican-born teacher totally educated in the New York area. She has no ESL training but holds a Bachelor's degree in Early Childhood Education.

Methods to Evaluate ESL Presentation

To evaluate the teaching of ESL we will compare the methodology suggested by the three most prominent contemporary writers on ESL teaching in the U.S.: Mary Finocchiaro, Wilga Rivers, and Robert Lado.

Methods Used to Evaluate Interaction

Class interaction will ve avaluated according to the guidelines presented by Miss Gertrude Moskowitz in her paper, "The Effects of Training Foreign Language Teachers in Interaction Analysis."[1] Miss Moskowitz, following the Flanders system, suggests in her article that a language lesson should be divided into time intervals of three seconds each. Each interval is to then be coded in terms of ten behavioral categories[2] analyzing the interaction between teacher and students in a classroom milieu. The analysis of the complete class is based on the data secured by this method and examined in the light of nine questions[3] provided in the article.

Evaluation of Presentation of Material

In this section we will try to analyze the methodologies used by the four teachers in their attempts to teach the /y/ and /j/ sounds of the English language to their classes. The transcripts of the lessons are included in Appendix A.

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1. Moskowitz, Gertrude, The Effects of Training Foreign Language Teachers in Interaction Analysis, Foreign Language Annals, Vol. 1, Nol 3, March, 1968.
2. See Appendix B.
3. See Appendix C.

Steps Suggested by Mary Finocchiaro

Miss Finocchiaro suggests the following steps in an ideal pronunciation class of ESL.

1. Drills should be prepared based on lists of contrasting words so that students can distinguish minimally contrasting sounds. Pupils can then raise one finger when they hear a short sound and 2 fingers when they hear a long sound. This same procedure can be used with longer sentences
   a) Sounds should be taught one at a time.
   b) If the teacher so desires, he may use a sketch of the profile of a face to indicate the position of the lips, tongue and teeth when forming the sound. The students may imitate the teacher and use a pocket mirror to determine the position of their own lips in pronouncing the sound.
2. An explanation of a rule in the students' own words may follow choral and individual repetition whenever the students are capable of doing so. This step should be followed by extensive practice of the new sound in words and for sentences.
3. The teacher trained in the area of phonetics may use phonetical symbols to reinforce the learned sound.[5]

Steps Suggested by Robert Lado

Robert Lado presents the following sequence a model pronunciation

5. Finocchiaro, Mary, Teaching English as a Second Language, Harper and Row, pp. 128-131.

lesson:

1. The particular sound that is to be taught is presented within the words to the students. Attention is drawn to the particular sound in question. The students imitate the sound and if difficulty arises, the sound may be presented "in isolation." Presentation continues, by means of drills, until the student begins to "hear the sound."
2. Students are asked to identify the sound when it is presented in pairs, first of words and later of phrases. Some of the pairs contain the sound, others do not contain the sound. In other pairs similar sounds are presented. The students are asked to identify the phrase or word where the sound is present and those where the sound is absent.
3. The particular sound is identified with numeral one. A similar or conflicting sound is identified with numeral two. When presented within a series of words or phrases, the student is to identify the sound present by calling one of the two numerals.
4. Optionally, and if phonetic symbols are used, the student can transcribe into phonetic writing the words presented in the lesson.
5. Props may be used to increase the effectiveness of the lesson.
6. Once the student has correctly differentiated and produced the sound, he can further imitate it in

context by one or several of the following:

a) Repeating a memorized phrase or dialogue,

b) Talking about a set of pictures,

c) Reading aloud

d) Completing sentences, etc.

7. The pattern practice can be varied with substitution drills, transformation drills and/or explanation drills.[6]

Steps Suggested by Wilga Rivers

According to Wilga Rivers, when teaching a lesson in pronunciation, the teacher should follow the procedure indicated below:

1. The new sound is introduced contrasting it with similar sounds in the students' native tongue.
2. The target sound is then drilled in minimal pairs.
3. It is then practiced in context, first in simple sentences, then in longer sentences. Tongue twisters may be used for fun.
4. The sound is then practiced in normal usage.
5. For aural discrimination, students should take dictation.
6. The use of rhymes and poems with content and structure appropriate to the students level, should be used later in the course.[7]

Summary of Steps Suggested

Summarizing the methodologies recommended by these three experts (see Appendix D) we can indicate that they all suggest the following techniques:

1. The use of the sound within a word or larger unit.

6. Lado, Robert, Language Teaching, McGraw Hill, Inc., New York, Chapter 9
7. Rivers, Wilga, Teaching Foreign Language Skills, The University of Chicago Press, pp. 120-121

2. The use of minimal pairs of words in the context of drills.

3. The practice of sound in context within sentences.

Both Lado and Finocchiaro recommend the use of props and visual aids in the presentation of the lesson, the use of drills, the use of numerals to identify different sounds, the use of contrasting sounds, and whenever possible, phonetic transcriptions.

Besides these procedures, suggestions are also made for steps which are considered important to pronunciation teaching. Lado suggests reading aloud, the use of dialogues, the presentation of the sound in isolation and the discussion of pictures. Finocchiaro suggests the verbal presentation and discussion of rules. Rivers suggests the use of rhymes and poems, contrasting the sound with the students' native language, the practice of the sound in normal speech and the use of dictation.

Report of Teachers' Usage of Experts' Methodology of the Steps Suggested by All Three Experts

All the teachers used word repetition drills extensively. We can safely say that this technique was used more than all the other techniques combined. The sound within the context of a complete sentence was used by teachers #1, #2, and #3. Teacher #4, in the classroom of young children observed, did not use this technique. Minimal pairs were used by teacher #4 but only briefly at the end of her lesson.

As to the techniques suggested by Lado and Finocchiaro, we can indicate that the use of props and visual aids in the presentation of the lesson was only used by teacher #4. None of our

teachers used phonetic symbols in the lesson. This probably was due to insufficient time to dwell on this procedure. None of the teachers made use of numerals to identify sounds.

The presentation of the sound in isolation is recommended by Lado when the students seem to have difficulties in learning the sounds. This technique was used by teachers #1 and #4, although it was done as a regular procedure of the teaching format and not as a corrective method.

The contrast of the English sounds with a similar sound in the student's native tongue is suggested by Rivers. This technique was used by teacher #2.

All the teachers followed Finocchiaro's suggestion that one sound should be taught at a time. Teacher #3 lectured in the Finocchiarian method of giving instructions as to the mouth position, yet she failed to have the students repeat the pronunciation rules in their own words. Although teacher #4 did not instruct the students in mouth position for the respective sounds during the actual class period, it appears she had given previous instructions to this effect for on one occasion she asked the students to say in their own words what the tongue position should be for the particular sound they were learning. Some of the students answered correctly.

None of the teachers employed Lado's suggestion of reading aloud with the sound in context or presenting the sound in the context of dialogues or discussion of pictures. None of them used Rivers' suggestions of practicing the sound within the context of rhymes, poems, normal speech or dictaion.

Summary of Effectiveness of Presentation of Material

The reasons for presenting a series of steps through which the internalization of a particular sound can be accomplished with least difficulty can be summarized as follows. The steps help the student to distinguish minimal differences in sounds. This way the student is able to hear these differences and produce them. Furthermore the student is able to expand the repertoire of his aural discrimination abilities beyond the scope which the manipulation of his own language has permitted him. At the same time this expansion can be transferred into his pronounciation realm. Moreover he is able to identify his newly acquired aural and oral abilities with written symbols. At the same time the teacher can diagnose speech, hearing and production difficulties in the students while the student is manipulating the sound in question. Once the teacher is certain that the student has mastered this first step, it can be determined if the student can produce the sound while dealing with other language problems.

Although none of the teachers in the sample used the total methodology suggested by any one specialist, certain of their recommended techniques were used by each teacher. These have been pointed out above. The reasons for this are probably multiple but we would like to emphasize that, in our opinion, the principal one was probably the limited period of observation. No teacher can use all techniques in a ten-minute lesson.

Ranking the teachers in effectiveness, I would rank teacher #4 in the first place. She tried to use the "discovery method" within an ESL setting. That is to say, the students, guided by

the teacher, were the ones who produced the words which included the sounds studied. Furthermore, she employed four of the techniques suggested by the experts, i.e., minimal pairs, repetition drills, sounds in isolation, and props. The repetition drills could have been used more extensively, as indicated by the ESL audio-lingual methodology. At this point it should be pointed out that the students in this class had spent a large portion of their lives in New York City and, apparently, were thoroughly acquainted with the sounds of the English language. Her class was very active and she was able to focus the attention of the students on the subject matter. Of all the classes, this was the one I personally liked most in view of the active role of the student's participation. The way the teacher was able to combine the different techniques was very interesting, and her lesson was extremely effective.

Next in effectiveness I would rank teacher #1. She used three of the techniques suggested by the methodologists, i.e., repetition drills, sounds in isolation, and sentences including the sound to be learned. Although her class was quite effective and she was able to elicit some student participation, I feel that her use of the students' native language was unnecessary in view of the fact that they were quite familiar with English. In a situation like this, a teacher might reinforce the students' knowledge of the target language with conversations in that language so as to give as much practice as possible to the students. This point takes additional weight when we realize the students were living in a country where English is not spoken on a daily basis. In a situation like this the teacher would do well to utilize the target language to its fullest extent, realizing that this limited exposure

is the only one that the students have with it. A further criticism is that a great deal of the lesson was spent in teacher-talk, a situation which detracted from the effectiveness of the lesson.

Next in rank I would place teacher #2. She also used three of the techniques recommended by Lado, Rivers and Finocchiaro; that is, the use of 1) sentences in context to practice the sound and 2) repetition drills. The fact that the teacher used repetition drills in a very extensive manner is commendable from the audio-lingual viewpoint. The class was very active and the students participated extensively. Furthermore, the teacher was able to focus the students' attention on the subject matter considerably. The rapid pace at which the class was conducted made economical use of the time available to the great advantage of the students.

Teacher #3 used repetition drills and sentences including the sound being studied. Neverthelss, I feel that the sentences used to drill the sounds were too elaborate for the ESL students in her class. This created a lot of confusion among the students and made her waste a lot of time. Although the sentences could not be considered tongue twisters, they created the same effect in the students' minds. This, according to Rivers, should be avoided.

Evaluation of Classroom Interaction

The second evaluative procedure by which we are to judge the four classes is that of classroom teacher-pupil interaction in accordance with Miss Gertrude Moskowitz's paper, "The Effects of Training Foreign Language Teachers in Interaction Analysis."[8] In this paper Miss Moskowitz uses the interaction analysis developed by Ned A. Flanders in the 1950's.

8. See footnote #1

Under the Flanders System the teacher-pupil interaction in a classroom consists of ten categories:

> (seven designate teacher behavior, two are for student behavior, and one is for silence or confusion. The teacher behaviors are divided into two types of influence, indirect and direct. The indirect categories are those which expand the freedom or opportunity of the students to participate. The categories of indirect teacher influence are: 1) accepts feelings of pupils, 2) praises or encourages, 3) accepts ideas of pupils, 4) asks questions. The categories of direct teacher influence are: 5) gives information, 6) gives directions, 7) criticizes or justifies authority. The two categories of student talk are: 8) student response-predictable, and 9) student response-unpredictable. The tenth category is for silence or confusion. To obtain a complete descriptive picture of what behaviors are used during a lesson, a trained observer tallies every time a different category is used and when the same category is repeated for a consecutive period of time, he records this category every three seconds. From this data percentages for each category are calculated as well as the percentages of teacher talk, and silence or confusion.)[9]

The information compiled with this method is then used to secure ratios or answers to nine questions presented in Miss Moskowitz's paper. (see Appendix C). These nine questions will be used as the basis of the analysis that follows.

Classroom Interaction Analysis

Percentage of teacher versus pupil talk (See questions 1, and 2 in Appendix C).

When our four lessons are analyzed under the Flanders System, the following data appear. In lesson #1 the teacher spoke 65.51% and the students talked 26.64% of the time; in lesson #2

9. Flanders, Ned A., Teacher Influence, Pupil Attitudes and Achievement, U.S. Office of Education, Cooperative Research Project No. 397 (Minneapolis, University of Minnesota, 1960)

the teacher talked 46.18% and the students talked 53.34%; in lesson #3 the teacher talked 70.50% and the students 27.33%; and in lesson #4 the teacher talked 62.94% and the students 33.46%.

ESL methodology indicates that the student should utilize classroom time to practice as much as possible so that the structure being practiced can be internalized. This is especially important in the environmental situation of these classes where, once the student is out of the ESL classroom, he will use his native tongue. In classes #1, 3 and 4 this practice was not followed as teacher-talk heavily dominated the classroom interaction. In lesson #2 the students had more time to participate, and in this respect the teacher followed one of the major ESL precepts. It should be noted, however, that much of the student response in this second classroom was highly structured by the teacher.

In an ESL setting, the teacher's role islimited to presenting the patterns to be studied, motivating the class and giving minimal instructions. If, in a class of this type, most of the time is utilized in teacher-talk, this time domination on the part of the teacher serves as an obstacle to student learning. The student cannot practice the material efficiently and it cannot be imbedded in the student's mind. Under these circumstances, the purpose of the ESL methodology, which is to saturate the student's mind with the language patterns in such a way that they are automatically recalled, cannot be accomplished. This teacher-talk domination of the class interaction has been a major error of traditional methods of foreign language teaching. Under this latter methodology teacher-talk has dominated the lesson thus curtailing the student's opportunity to use the new language within the classroom setting.

Furthermore, excessive teacher-talk regarding the technical aspects of the new language resulted in the student acquiring a high degree of technical knowledge about the target language but very little ability to use the language as a function al tool of communication. This method has overlooked the fact that in addition to intellectual expertise, language requires automatic performance of a series of complex motor skills. This can only be acquired by actual practice. Rivers presents it to us in the following manner: "The process is a type of learning that involves the establishment of a set of habits that are both neural and muscular and that must be so well learned that they function automatically[10] If the language does not become an ingrained automatic instrument of communication, once the student stops attending classes most of the technical knowledge is forgotten and the student is left without any patterns of language interaction. The modern ESL methodology attempts to correct this. The practice of the language structure patterns is stressed until the patterns become automatic thus giving the student a pool of structures from which he can draw in his future out-of-school-language-interaction.

Does the teacher use more direct or indirect influence during the lesson (see question 3, Appendix C)? Analyzing the classes according to the type of influence that the teacher used to interact with the class, we find that in the first lesson

10 Rivers, Wilga - The Psychologist and the Foreign Language Teacher, University of Chicago Press, Chicago, Illinois, page 20.

61.76% were categorized as indirect influence[11] and 38.23% were categorized as teacher direct influence. In the second lesson 86.36% were indirect influence and 13.63% were categorized as direct influence. In the third lesson 50.51% was indirect influence and 49.47% was direct influence. In the fourth lesson 63.21% was in the indirect influence category and 36.76% in the direct influence category.

The data indicates that all the teachers used more indirect influence than direct in manipulating the class. If we were to rank them according to percentages of indirect versus direct influence we could say that the second lesson had the highest percentage of indirect influence (86.36%). This would be followed by the fourth lesson which had 63.21%. The first lesson would then follow with 61.76%, and lastly the third lesson with 50.51%.

This is an important positive situation as with the indirect influence method the student does not feel threatened and is thus able to express his own feeling without fear of being ridiculed or emotionally penalized. When a student feels this classroom freedom, he is in a position to assimilate better what is being taught, to ask for clarification when things are not clear or to portray by his behavior when he has not learned. This feedback can be utilized by the teacher to guide her lesson intelligently.

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11 Due to the nature of ESL teaching short commands such as "you" "again" and "everybody" were included in the indirect influence category as I believe that this type of command should be thus categorized in this type of classroom setting. I believe that the ESL student does not view this type of command with the same feeling as other commands of the direct influence type. The command snd the subsequent student's response can be viewed as a special type of relationship and rapport between teacher and student. I also should point out at this time that whenever I refer to "questionning" in this paper I refer to this type of short command.

When the teacher accepts the feelings of a student it gives the student an appropriate sense of accomplishment; the ego is not punished but nourished and the student develops a positive self-image. These conditions are probably very important to effective learning.

When praise and encouragement are an integral part of the instructional methodology, they serve as a reinforcement instrument. Reinforcement according to Travers is a necessary condition for learning. He indicates that "Research has clearly shown that the permanence of behavior that has been acquired is closely related to the way in which reinforcement has been administered...The opinion is commonly held that approval or telling a child that he is right is much more effective (as a method for learning) than disapproval..."[12] This method also serves to bolster the student's sense of accomplishment and helps as an ego builder. Politzer (1961) as quoted by Wilga Rivers, adds that: "Correct responses are learned better if they are immediately reinforced by reward."[13]

When the teacher accepts or uses the ideas of the students, her method promotes learning and good will and rapport. This is due to the fact that the student feels he has made a contribution to the class and that it has been accepted by the authority figure and his peers. Again this builds up his sense of accomplishment.

With the direct influence this might not happen. If the lecturing or giving directions exceeds student participation, the

12. Travers, Robert, M.W., Essentials of Learning, McMillan Co., London, page 100, 105.
13. Rivers, Wilga - The Psychologist and the Foreign Language Teacher, University of Chicago Press, Chicago, Illinois,

educational process is curtailed, as the student learns more by doing than by listening. Regardless of how many explanations are given to the student by the teacher, the concept is not fully grasped by the student until he has practiced and practiced sufficiently for it to become correct and automatic. When lecturing and/or giving directions becomes excessive, valuable time is taken away from practice. This time is probably wasted as the student might not be learning but listening to explanations which he probably does not understand or cannot concentrate on since, regardless of how much explanation is given to the student, he cannot fully grasp this concept until he has practiced it sufficiently.

This was one of the pitfalls of the grammar-translation technique. Lado explains it this way:

> "In the grammar-translation mode, the books begin with definitions of the parts of speech, declensions, conjugations, rules to be memorized, examples illustrating the rules, and exceptions. This involves a complicated mental manipulation of the conjugations and declensions in the order memorized down to the form that might fit the translation. As a result, students are unable to use the language and they sometimes develop an inferiority complex about languages in general... The grammar-translation method is largely discredited today."[14]

This changes somewhat at the very advanced levels where basic language patterns have been fully absorbed by the student so that he is then in a position to use, modify and amplify what he has learned.

When the teacher excessively criticizes or justifies her authority, this action by the teacher is almost always construed by the student as punishment. Travers indicated that

> "punishment involves anxiety as the motive that redirects behavior and anxiety often has many

14. Lado, Robert, Language Teaching, McGraw Hill, Inc., N.Y., page 92

> uncontrolled and undesirable effects...(the anxiety) may generalize to other teachers, until the pupil is fearful in most teaching situations...A second problem is that once such anxiety has been developed and has been attached to objects, they are not earily dissipated. For this reason, there is a strong argument for avoiding arousal of anxiety in the school except at a relatively low level... A third reason is that adversive stimuli generally indicates failure, and a long series of studies show that failure experiences reduce both the level of performance and general intellectual functioning."[15]

Summing it up, we can say that the direct influence in ESL is undesirable because long explanations or instructions tend to fail to motivate the student toward learning. These explanations, which usually tend to have a technical character, go "over the heads of the students" and may not be understood by them. Short explanations immediately followed by a period of practice or imitation, followed by a reinforcement comment or gesture and followed by further short explanations or instructions, probably serve better instructional and motivational purpose. Here the student has the opportunity to try out immediately what he has been taught, internalize it if the feedback is positive, or correct it if the feedback is negative. In this respect ESL is like learning to play a musical instrument. No matter how much is explained about the instrument, one will never truly learn to play it until one has the opportunity to put into practice the explanations received. If the explanations are too long and the periods of practices short or detached from each other, a large percentage of the material is not learned and of that small percentage that is learned, most of it will be forgotten.

Is the teacher more indirect or direct in the way he motivates

15. Travers, Robert, Essentials of Learning, page 84, 85

the class (see question 4, Appendix C)? All our teachers used more indirect influence than direct influence. Our first teacher, although she used the indirect influence extensively, stopped the class six times to lecture or give instructions. This we believe was excessive in an ESL class. Her use of praise was limited. Lesson #2 was motivated and controlled by the indirect method of questioning and his use of reinforcement was appropriate for an ESL setting. The class moved at such a rapid pace that all the attention and energy of the students was concentrated on the models while engaging the students to practice extensively in the short amount of time alloted.[16] In Lesson #3 the teacher used both the direct method of giving instructions and the indirect method of questioning. Praise was not used too extensively but she frequently used the method of lecturing. In Lesson #4 the teacher used the indirect methodology extensively. Praise was also used extensively. Furthermore, the teacher accepted the student's feeling as a way of letting them know how well they were doing.

What kind of immediate feedback does the teacher give to the students after they responded (see question 5, Appendix C)? As

16. The teacher-student interaction often referred to as "drill" has been categorized in this study as indirect influence as it involves "asking a question with the intent that a student answer" (see Appendix B). It could be argued that drill should be categorized as "Giving Directions," a direct influence, or as "Student Talk-Response," also a direct influence. Drill itself does not contribute to rapport or give the student a sense of having contributed in the same sense as most indirect influence. However, the over-riding negative result of direct influence is stated to be curtailed student participation. Drill, by definition, involves student participation. The group response, further, tends to increase rapport and the students' sense of having contributed, hence its present categorization.

a feedback, all 4 teachers used praise in a limited way, although in Lesson #2 it was used more extensively. The limited use of praise, while ameliorated in some of the lessons by the use of acceptance of feelings (Lesson #4) and clarifications (Lesson #3) may have been less conducive to learning because it did not allow a satisfactory and positive feedback to the student.

To what extent do pupils participate for extended periods of time (see question 6, Appendix C)? In lessons 1 and 3 students' participation amounted to just about one third of the total time. In lesson #2 students participation amounted to slightly over one half of the total time. We can say that in all lessons except lesson #2, the students did not particpate extensively.

What behavior did the teacher use to elicit pupil-response in class (see question 7, Appendix C)? In lesson #1 the teacher guided the class mainly by giving instructions and lecturing. In lessons #2 and #4, the teachers mostly used the techniques of questioning and praise. Lecturing was used more extensively by teacher #3. It is to be noted as commendable that none of the teachers used criticism or justification of their authority extensively.

To what extent are pupil responses predictable and narrow and to what extent are pupils given the opportunity to bring in their own ideas (see question 8, Appendix C)? In all of the lessons the student responses were narrow and predictable. In none of the lessons were the students given the opportunity to bring in their own ideas. The responses were first suggested by the teachers and then literally imitated by the students. In lesson

#4 there is an impression that the teacher is requesting extemporaneous answers but the student's responses give the impression that their performance had been previously rehearsed by the teacher. In both of these respects, it is important to recognize that the ESL audio-lingual methodology is geared toward this type of narrow and predictable student response. The set of patterns or sounds to be learned have to be short, simple, presented by the teacher and imitated by the students in such a way that the particular pattern or sound becomes habitual in the students' language repertoire. In Flanders system, as discussed by Moskowitz, the point of students' initiated responses is discussed as follows:

> "When the class is conducted in a foreign language, limitations may be placed on the behaviors the teacher can use aside from the actual content of the lesson...For example, it is more difficult for a teacher in beginning foreign language classes to produce a 3-3 code for accepting or using ideas of students in the Flander's System, which means extended use (six seconds worth) of the students' ideas because the students' understanding of the foreign language is so limited that they might not necessarily understand six seconds of such conversation by the teacher."[17]

Report Results

1. Classes #1, #2, #3, and #4 present the data of student and teacher interaction as shown in the following tables:

17. Moskowitz, Gertrude, The Effects of Training Foreign Language Teachers in Interaction Analysis, Foreign Language Annals, Vol. I. No. 3 (Mar. 1968), page. 225

Table #1 - Behavioral Patterns Tabulation

Category	Class #1 Behavioral Pattern	Percentage	Class #2 Behavioral Pattern	Percentage	Class #3 Behavioral Pattern	Percentage	Class #4 Behavioral Pattern	Percentage
1.	18	5.73%	0	0.00	0	0.00	16	8.88
2.	31	9.87%	49	12.21	15	5.51	24	13.33
3.	22	7.00%	2	0.49	29	10.65	7	3.88
4.	55	17.51%	120	29.92	52	19.11	8	4.44
5.	31	9.87%	10	2.49	71	26.10	14	7.09
6.	37	11.70%	9	2.24	18	6.61	15	8.33
7.	10	3.18%	8	1.97	5	1.83	3	1.66
8.	74	23.56%	201	50.12	72	26.47	75	41.66
9.	11	3.50%	0	0.00	3	1.10	8	4.44
10.	25	7.93%	2	0.49	7	2.55	10	5.55
Grand Total	314	99.47%	401	99.93	272	99.95	180	99.26

This Table as well as Tables 2-5 and Appendix D reflect the work of Clara Velazquez who did the work as part of her requirement for the M.Ed. in the spring of 1973.

Table #2 - Teacher-Pupil Interaction

Category	Class #1 Behavioral Pattern	Percentage	Class #2 Behavioral Pattern	Percentage	Class #3 Behavioral Pattern	Percentage	Class #4 Behavioral Pattern	Percentage
Teacher/ Talk	204	70.58	198	49.62	190	72.00	87	51.01
Pupil/ Talk	85	29.35	201	50.37	75	27.50	83	48.82
Total	289	99.93	399	99.99	265	90.50	170	99.83

Table 3 - Teacher-Talk-Indirect vs. Direct Influence

Category	Class #1 Behavioral Pattern	Class #1 Percentage	Class #2 Behavioral Pattern	Class #2 Percentage	Class #3 Behavioral Pattern	Class #3 Percentage	Class #4 Behavioral Pattern	Class #4 Percentage
Indirect Influence (Categories 1-4)	126	61.76	171	86.36	96	50.52	55	63.21
Direct Influence (Categories 5-7)	78	38.23	27	13.63	94	49.47	32	36.76
Total	204	99.99	198	99.99	190	99.99	87	99.97

Summary of Evaluation of Interaction

1. In this section we will rank the four ESL classes according to their effective use of Flanders' categories. For this purpose we have constructed two charts. In Table 4 we present the classes use of the teachers' acceptable behavior according to Flanders. In Table 5 we present a chart of the use by our teachers of the non-acceptable behaviors according to Flanders. In each category we have ascribed a position, ranging from one through four of the teachers' uses in percentages of that category. Position #1 has been given to the teacher with the highest percentage, and position #4 to the teacher with the lowest percentage. For the purposes of ranking the teachers we will consider as positive points the first and second positions within the acceptable behavior category, and as negative points the third and fourth positions of the acceptable-behavior category. In other words, the behavior will be accredited as positive to the two teachers with the highest percentage and as negative to the two teachers with the lowest percentage.

When analyzing the teachers' use of non-acceptable behavior for these ranking purposes, we will consider as positive points positions three and four within the category and as negative points positions one and two within the category. In other words the behavior will be considered positive for the two teachers with the lowest percentage and as negative for the two teachers with the highest percentage. All positions will have equal weight.

Table 4 - Teachers' Acceptable Behaviors

Categories	Class #1	Class #2	Class #3	Class#4
Indirect Influence	3* 61.76	1 86.36	4 50.52	2 63.21
2	3 9.87	2 12.21	4 5.51	1 13.333
1	2 8.73	0.00	0.00	1 8.88
8	4 23.56	1 50.12	3 26.47	2 41.66
3	2 7.00	4 0.49	1 10.65	3 3.88

*Positions within the category

Table 5-Teacher Non-Acceptable Behaviors

	Class #1	Class #2	Class #3	Class #4
Direct Influence	2* 38.23	4 13.63	1 49.47	3 36.76
5	2 9.87	4 2.49	1 26.10	3 7.09
6	1 3.18	2 1.97	3 1.83	4 1.66
10	1 7.93	4 0.49	3 2.55	2 5.55
Teacher Talks	2 70.58	4 49.62	1 72.00	3 51.01

*Positions within the category

Observer's Ranking of Teacher Effectiveness

Lastly, in this essay, we present an observer's rank of the class effectiveness of the four teachers. As criteria for this ranking we will use the following points:

1. Poise and personality of the teacher.
2. The teacher's use of vocal qualities.
3. Class dynamics.

In rank one we will place Class #4, as the most effective of the group. In this class the teacher projected a personality which appeared completely confident and in control. She exhibited an excellent knowledge of the subject matter. Although her voice had an average projection, the class response was excellent, her pronunciation was good. The class had a well-defined beginning, middle and end. It was excellently motivated and the students participated eagerly and extensively. The lesson plan was well developed and the class moved at a good pace. The teacher tried to use the "discovery method" within an ESL setting. That is to say, the students, guided by the teacher, produced, in several instances, words which included the sounds being studied. The teacher utilized a piece of cardboard with the two sounds being studied painted on them. This prop was used in conjunction with the paired word technique. This was done very effectively and helped to maintain the interest of the class. The two techniques used in conjunction helped in part to bridge the gap between a sound and its written symbol. In view of the active role played by the students and the way in which the teacher was able to combine the different techniques, i.e., minimal pairs, repetition drills,

sounds in isolation and props, this class was the one the observer liked best.

I will rank Class #2 in the second position. The teacher projected a very confident personality and a good knowledge of the subject matter. The lesson had a well-defined lesson plan. The dynamics of the class were excellent. It had a very well-defined beginning and end. The teacher used repetition drills in an extensive and effective manner. The class was active and the students participated well. The teacher was able to sustain the students' attention in the subject matter. The rapid pace at which the class was conducted made economical use of the time. The teacher's foreign accent did detract somewhat from the effectiveness of the lesson. Moreover, he commited a few errors of pronunciation during the course of the lesson which to an outsider would seem somewhat awkward.

I will rank Lesson #1 third in effectiveness. In this lesson the teacher appeared to be not very well prepared. She projected the impression of being somewhat unsure of herself but this was in part overshadowed by her dynamic personality. This motivated the students to learn, to participate and to wish to continue in the class interaction even after the ten minutes were over. The teacher's use of vocal tone was average and her pronunciation was good. But the lesson did not have a well-defined beginning nor end. Although her class was very effective and she was able to elicit some student participation, I feel that her use of the students' native language was unnecessary in view of the fact that they were familiar with the words presented in the target language. In a situation like this, a teacher should reinforce the students'

knowledge of the target language with conversations in that language so as to give as much practice as possible to the students. This point is emphasized when we realize the students were living in a country where English is not spoken on a daily basis. Hence the teacher should have utilized the target language to its fullest extent realizing that limited exposure is all that the students have with the target language. Moreover, a great deal of the lesson was spent in teacher-talk, a situation which detracted from the effectiveness of the lesson.

I would put lesson #3 fourth in effectiveness. Although the teacher projected confidence in herself and in the material she was teaching, the class moved at too slow a pace. Her lesson followed a well-structure plan, but the beginning was not too well-defined nor the end. The use of her voice projection was excellent and her mastery of English sounds could be considered the best among the four teachers. Her excessive use of teacher-talk and instructions wasted precious time. The sentences which she used to drill the students were too elaborate for the ESL students in her class. This created a lot of confusion among the students and further wasted a lot of time which could have been used more productively. Because of these points the class gave the impression that the learning process was being somewhat curtailed.

Summary

We want to stress that overall the classes were done in an effective manner. Learning occurred in the classroom and the teachers proved themselves to be an asset to the system of which

they are part. The main purpose of ranking the teachers was not to demonstrate that one teacher was good and another bad, but to show that judgment of a teacher on the basis of one criterion alone does not give a balanced picture of teacher effectiveness.

Listed in order of effectiveness of presenting ESL material, from the highest to the lowest, the teachers were 4, 1, 2 and w. Listed in order of effective interaction with the students from highest to lowest, the teachers were 2, 4, 3 and 1. No teacher had the same ranking for both these skills, and it is only by looking at both that a reasonable evaluation of over-all teacher effectiveness can be made. Such an evaluation, although more time-consuming than the usual chcklists, is also of most value to the teacher concerned, for strong and weak points are both noted clearly on a broad enough scale to take into account most of the teacher's classroom experience.

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APPENDIX A

Lesson 1

This lesson was taped at the Escuela Intermedia de la Segunda Unidad de Saint Just, Carolina, Puerto Rico.

Intermediate Level (8th and 9th grades)
Adult Education Classes

Teacher: Okay. Good afternoon....Students, how are you today? How are you

Class: Fine. Thank you.

Teacher: Very good! What day is today?

Class: Today is Monday.

Student 1: Monday 11

Teacher: What year?

Student: December 1972

Teacher: Very good, very good!
Today we are going to learn...the letter J (jota) and Y (y Griega) Okay?
And we are going to learn the letter, plust the words and how to pronounce (pronunciar). How to pronounce the words with each letter.
Now you know what the J looks like, right?

Some: Yes

Teacher: Yes

Class: Yes

Teacher: Now, when I say...When I ask you something. Don't you try to say yes or no if you don't understand let me know. Okay, your first word..yes, make yourself comfortable, relax and....put that hat over there, sir.

Very good.....(enthusiastically) Oh, you could say yes....very nice! Very nice! Okay, now. Listen to this, listen to this. The first word is let's see how you can pronounce it....(teacher writes the word "jacket" on the board, then she calls on one student and asks) Blanco, do you know how to pronounce this word without me even telling you. How you can pronounce it?

Blanco

(spells) J A C K E T

Teacher: Wait a minute, Blanco, I said to pronounce (pronunciar).

Blanco: (in a low voice) Jacket.

Teacher: How?

Blanco: Jacket?

Teacher Jacket (to another student) How do you pronounce this word?

Student: Jacket

Teacher: (Silence while teacher shows) And this word, Rosaura?

Rosaura: Jacket

Teacher: Jacket

Okay, Jacket. Now, does anyone know what jacket means?

Student: Yes

Student: Abrigo

Teacher: Abrigo, Okay, and in English

Student: Jacket

Teacher: Jacket, okay. Now, and what letter does it begin with...jacket? Let's see if Clarita knows. What letter does jacket begin with?

Clarita: J

Teachwr: The letter J. Now we are going to do...Let's practice more words. Ah...(writes word jail on board) Let's see, Belen, do you know how to pronounce this word here?

Belen: Jail

Teacher: Let's see, what about you?

Student" Jail

Teacher: Ah?

Student: Jail

Teacher: Clarita.

Clarita: I said: jail.

Teacher: Jail

Clarita: J or jail? Giw us? Jail

Teacher: Aha

Clarita: How is? Jail?

Teacher: Jail

Clarita: Jail

Teacher: Jail

Teacher: An how do you pronounce the first word?

Clarita: Jacket

Teacher: Jacket. Remember how you pronounce the J..
ja, ja, it's a ja sound. Ya.
You know, I'm teaching you the j so you can understand how to pronounce the Y. Because sometimes...you confuse both words and you pronounce them the same, and they are not the same, they are different.
Okay, we'll try one more word....I'm sure you all know what this is (writes on the board the word jazz)

(Enthusiastically) Gido! Vamos a ver! What is this?

Gido: (Reluctantly) Jazz

Teacher: How? Say it again louder! Don't laught!

Gido: Jazz, jazz

Teacher: Jazz? Very good

(To another student) And you...

Student: Jazz

Teacher: Ohhh! And, what's jazz?....What's jazz?....Go ahead

Student: It's music

Student: The sound of music

Teacher: It's music. Music, and how does it go?

Student:9 (hums a tune)

Student: Slow

Teacher: Jazz. It goes slow, and it goes fast....But how do you pronounce the word?

Student: Jazz

Teacher: Oh...jazz! Very good, very good! Now we are goin g to try the Y....the y sound. La y Griega.

Student: La y Griega?

Teacher: Okay....Yes....No noise....you have to listen...no, no, none of this laughing....This takes....Don't, don't be laughing over there (teacher also laughts).... Now.....Rosaura?....

Rosaura: Yes?

Teacher: How did you say that again?

Rosaura: Yes.....

Teacher: Right!

Teacher: Yes

Rosaura: Yes

Student: Yes

Student: Yes

Teacher: Now pronounce this (pointing to the word jacket)

Student: Jacket

Teacher: Okay

Teacher: How do you pronounce the J?.....

Student: J

Student: Jacket

Teacher: The sound

Student: J

Teacher: You don't say J....like the jacket...you don't say J.....
You say ja (To herself: that sounds like French!)
Jacket....Ja

Student: Jacket

Teacher: And the Y?

Students: J

Teacher: Yes

Teacher: The tongue goes back....yesss....and the teeth close

Student: Yes

Teacher: Yes

Students: Yes

Teacher: Ja...jacket, jacket, ja-cket, jail, ja-il. You open a little bit. Now, let's try another y....A color. What color begins with y....

Students: (in a low voice) Yellow

Teacher: What?

Student: Yellow

Teacher: Yellow

Student: Yellow.....

Teacher: Gido, how do you pronounce....

Gido: Yellow

Teacher: Louder, louder

Gido: Jellow

Student: Jellow

Teacher: Now...both of you said jello....say it again. Say it anyway. Pronounce it again.

Student: Yellow...

Student: Yellow

Student: Yellow

Teacher: Okay. It's not jello, because that's j....not jello... That's jello what you make in the box....jello....je-llo ....je

Student: Je

Teacher: Jello

Student: Jello

Teacher: Do you understand, Clarita?

Clarita: Yes...Jello

Teacher: Yellow.....Don't worry about the pronunciation. I just want to get the y and j. Do you see how they sound the same....jello...yellow. And if you are talking fast, you'll probably say yellow...jellow...Okay, one more, one more word. And that will be...(writes the word <u>yard</u> on the board) This....

Student: Yard

Teacher: Belen!...ah....yard

Belen: Yard

Teacher: Aha (pointing to another student)

Student 1: Yard

Teacher: Let's see...this man here.

Student 2: Yard

Teacher: Aha!....(pointing to another student)

Student 3: Yard

Teacher: Very good (pointing to anothe r student)

Student 4: Yard

Teacher: Aha...the first (referring to the first student that pronounced the word yard)

Student 1: Yard

Teacher: Yard

Teacher: Belen

Belen: Yard

Teacher: Very good! (laughs) Don't laugh! (teacher laughs) Okay...yard...yard, yellow...yes
(To students) Now the other one?....jacket

Student: Jacket, jello, yes

Teacher: Yes, yes...don't worry about the ending ...all we are concerned about is the beginning...the beginnings and the j and y and how to use them. Now...we are going to use them in a sentence.
(Stuttering) All six of you are going to make sentences with each of these words. So...Gido is going to make

a sentence....una pregunta....no, no una pregunta... una...una

(STUDENTS GIVE HER THE WORD she is looking for in Spanish)

oracion. Una oracion con la primera palabra.

Jacket, pero en Ingles.

Don't be bashful!....Okay let's give Belen the turn, jacket

Belen: I use my jacket in the winter time.

Teacher: Aha...very good! And how do you say the word?

Belen: I use my jacket in the winter time.

Teacher: Aha...very good! And how do you say the word?

Belen: I use my jacket in the winter time.

Teacher: Very good! Jacket....ja-cket...now...well...Blanco

Teacher: You use jail. A sentence, and loud...get the hand out of your mouth.

Blanco: ....I never been in the.,...jail

Teacher: How? Where?

Blanco: Jail

Teacher: (laughing) Very good! Why are you laughing?,,, Because you've never been there?

Say it again. I've never been where?

Blanco: In jail

Teacher: Very good. Jail

Now Clarita va a usar...yes...

Clarita: Ah.....Aha.....Sometimes....Sometimes people ask me questions and I don't know how to say if there was a yes or a no.....

Teacher: Very good. They was you pronounce your yes...Very good... Now Chas is going to do yellow in a sentence. The

color yellow in a sentence.

Chas: (loud) My jacket...

Teacher: (interrupting) Ah...very good.

Chas: is...the color...

Students: (comment)

Teacher: My What?

Chas: My jacket is...yellow

Teacher: Very good! What did she do? What did Chas do? Yes, what did she do?

Student: She used two words.

Teacher: She used what two words?

Student: Jacket and yellow

Teacher: And she pronounced them...differently, correctly. How do you pronounce this (showing words jacket and yellow)

Chas: Jacket...yellow

Teacher: Very good, very good! You understand now? You do not confuse the sounds y and j. They are different... Okay...and...well...I/m pretty sure you understand now... what the point is. Do you all understand now. You keep on practicing and you all go home practicing and practice all the j's and all the y's

Students: Thank you

Teacher: Thank you

Lesson #2
9th graders
Adult Ed

Teacher: Good morning students...This morning we are going to practice two sounds. The sound y as in yes...and j as in job...Y. As all of you are of Spanish descent... the sound y is pronounced as the i sound in Spanish. Like ee. For example y-O-u is pronounced <u>you</u>..... Everybody.

Class: You.

Teacher: Again

Class: You

Teacher: Again

Class: You

Teacher: Never jou like you pronounce it in Spanish Again

Class: You

Teacher: Again

Class: You

Teacher: Again

Class: You

Student1: You

Student 2: You

Student 3: You

Student 4: You

Teacher: Your

Class: Your

Teacher: Your...Everybody

Class: Your

Teacher: Again

Class: Your....

Teacher: January

Class: Yanuary

Teacher: Not Yanuary but January

Class: January

Teacher: Again

Class: January

Teacher: Again

Class: January

Teacher: Again

Class: January

Teacher: Again

Class: January

Teacher: Year

Class: Year

Teacher: Again

Class: Year

Teacher: Again

Class: Year

Student1: Year

Student2: Year

Student 3: Year

Student 4: Year

Student 5: Year

Student 6: Year

Teacher: Everybody

Class: Year

Teacher: Again

Class: Year

Teacher: Again

Class: Year

Teacher: Again

Class: Year

Teacher: Yesterday

Class: Yesterday

Teacher : Again

Class: Yesterday

Teacher: Again

Class: Yesterday

Student 1: Yesterday

Student 2: Yesterday

Student 3: Yesterday

Student 4: Yesterday

Student 5: Yesterday

Teacher: Yesterday

Student 3: Yesterday

Teacher: Yesterday

Student 3: Yesterday

Teacher: Yesterday

Student 3: Yesterday

Teacher: Yesterday

Student 3: Yesterday

Teacher: Again

Class:4 Yesterday

Teacher: Again

Class: Yesterday

Teacher: Again

Class: Yesterday

Teacher: Yet

Class: Yet

Teacher: Yet

Class: Yet

Teacher: No6 jet but Yet

Class: Yet

Teacher: Again

Class: Yet

Teacher: Again

Class: Yet

Teacher: Very good! Again

Class: Yet

Teacher: Again

Class:4 Yet

Student 1: Yet

Teacher: Very good?

Student 2: Yet

Teacher: Very good!

Student 3: Yet

Teacher: Very good!

Student 4: Yet

Teacher: Very good!

Student 5: Yet

Teacher: Very good!

Class: Yet

Teacher: Again

Class: Yet

Teacher: Again

Class: Yet

Teacher: Very good! Again

Class: Yet

Teacher: Young

Class: Young

Tea cher: Again

Class: Young

Teacher: Again

Class: Young

Teacher: Again

Class: Young

Teacher: Again

Class: Young

Studentl: Young

Teacher: Very good!

Student 2: Young

Teacher: Very good!

Student 3: Young

Teacher: Very good!

Student 4: Young

Teacher: Very good!

Student 5: Young

Teacher: Very good!

Teacher: Do you practice your English in Class

(repeat)

Student: Do you practice...Do you prac...you you practice your Eng...

Teacher: Do you practice you

Student: Do jou practice...

Teacher: You practice...Do you practice

Student: Do you practice

Teacher: Not jou! Do you practice your English...Everybody with me

Teacher & Students: Do you practice your English in Class?
(Repeat)

Student 2: Do you practice your English in Class?

Teacher:4 Good! Beautiful! Again

Student 2: Do you practice you English in Class?

Teacher: Beautiful! Thank you.

Student 5: Do you practice..Do you practice your English in class?

Teacher: Very good!

Student 3: Do you prac...

Teacher: Doyou!...Do you practice your English in Class? Again.

Student 3: Do you practice your English in class?

Teacher: Do you practice your English in class?? Everybody

Class: Do you practice your English in Class?

Teacher: Again

Class: Do you practice your English in class?

Teacher: Very good! Thank you very much!
Now we are going to practice the sound j...Like job.
Everybody.

Class: Yob

Teacher: Not job. Now it's the sound like y sounds in Spanish.
Job, job.

Class: Job

Teacher: Again

Class: Job

Teacher: Not yob but job

Class: Job

Teacher: Again

Class: Job

Teacher: Job

Class: Job

Teacher: Job

Class: Job

Teacher: Again

Class: Job

Teacher: Job

Some: Job, again

Teacher: Job

Class: Job

Teacher: Good! Again

Class: Job

Teacher: Very good! Again

Class: Job

Teacher: Again

Class: Job

Student 1: Job

Student 2: Job

Student3: Job

Student 4: Job

Student 5: Job

Teacher: Very good!

January

Class: January

Student1: January

Student 2: January

Student 3: January

Student 4: January

Student 5: January

Teacher: Again

Class: January

Student1: January

Student 2: January

Student 3: January

Student 4: January

Teacher: June

Student 1: June

Student 2: June

Student 3: June

Student 4: June

Student 5: June

Teacher: Everybody. Very good!

Class: June

Teacher: Again

Class: June

Teacher: Very good!

Class: June

Teacher: Again

Class: June

Student 1: June

Student 2: June

Student 3: June

Student 4: June

Student 5: June

Teacher: General

Class: General

Student 1: General

Student 2: General

Student 3: General

Student 4: General

Student 5: General

Teacher: Very good? Everybody

Class: General

Teacher: Again

Teacher: Beautiful

Class: General

Teacher: Very good!

Again

Class: General

Student 1: General

Teacher: Good

Student 2: General

Teacher: Very good!

Student 3: General

Teacher: Very good!

Student 4: General

Teacher: Your j sound is very very good. Let's try it again in vegetable, vegetable, everybody.

Class: Vegetable

Teacher: Vegetable

Class: Vegetable

Teacher: Vegetable

Class: Vegetable

Teacher: You are saying vechetable. It's vegetable.

Class: Vegetable

Teacher: Vegetable. Again

Class: Vegetable

All: Vegetable

All: Vegetable

All: Vegetable

Teacher: Listen to me

vegetable, vegetable

Class: Vegetable

Teacher: Vegetable. Everybody

Class: Vegetable

Teacher: Vegetable. Again

Class: V$_{e}$getable

All: Vegetable

Vegetable

Teacher: Again

Class: Vegetable

Teacher: Again

Class: Vegetable

Teacher: Again

Class: Vegetable

All: Vegetable, vegetable

Teacher: Again

Class: Vegetable

Teacher: Again

Class: Good! Again

Class: Vegetable

A few: Vegetable

Teacher: Vegetable

A few: Vegetable

Teacher: You don't say vechetable, but vegetable

Class: Vegetable

Teacher: Everybody

Class: Vegetable

Teacher: Again

Class: Vegetable

Teacher: Again

Class: Vegetable

Teacher: Again

Class: Vegetable

Teacher: Again

Class: Vegetable

Teacher: Again

Class: Vegetable

Teacher: James

Class: James

Teacher: Again

Class: James

Teacher: Very good! Again

Class: James

Student 1: James

Teacher: James, again

Student 2: James

Teacher: Again

Student 3: James

Teacher: Again

Student 4: James

Teacher: Good

Student 5: James

Teacher: Very good

Student 1: James

Teacher: Very good!

Religion, religion

Religion, Everybody

Class: Religion

Teacher: Again

Class: Religion

Teacher: Again

Class: Religion

Teacher: Very good! Again

Class: Religion

Teacher: Engine, engine. Everybody

All: Engine

Teacher: Again, good!

Class: Engine

Teacher: Good!

Class: Engine

Teacher: Very good!

Jazz

Class: Jazz

Teacher: Again

Class: Jazz

Teacher: Again

Class: Jazz

Class: Jazz

Student 1: Jazz

Student 2: Jazz

Teacher: Good

Student 3: Jazz

Teacher: Very good!

Student 4: Jazz

Teacher: Very good!

Student 5: Jazz

Teacher: Very good!

Just

Class: Just

Teacher: Again

Class: Just

Teacher: Again

Class: Just

Teacher: Again

CLass: Just

Teacher: Again

CLass: Just

Student 1: Just

Student 2: Just

Student 3: Just

Student 4: Just

Student 5: Just

Teacher: Did Jack and Joe just come?

(Repeat)

Again

All: Did Jack and Joe just come?

Teacher: Again

All: Did Jack and Joe just come?

Teacher: Did Jack and Joe just come?

Everybody

Class: Did Jack and Joe just come?

Student 1: Did Jack and Joe just come?

Student 2: Did Jack and Joe just come?

Teacher: Good

Student 3: Did Jack and Joe just come?

Teacher: Very good!

Student 4: Did Jack and Joe just come?

Teacher: Very good.

Student 5: Did Jack?.....and Joe just come?

Teacher: Again

Student 5: Did Jack and Joe...just come?

Teacher: Good

Student 1: Did Jack and Jo4 just come?

Teacher: Very good!

George got a job selling vegetables.

All: George got a job selling vegetables.

Teacher: Again

All: George got a job selling vegetables.

Teacher: Thank you very much. That was very, very good.

This lesson was taped at the Escuela Intermedia de la Segunda Unidad de Saint Just, Carolina, Puerto Rico.

Intermediate Level (9th grade).
Adult Education Classes

Teacher: Today we are going to discuss the difference in sounds j and y. The aom of this lesson is to teach you to be able to distinguish between these two sounds. You must also be able to distinguish the sound from the name of the symbol which represents these sounds. I am also going to teach you during this lesson how to classify the sound, whether it's a sound that is voiced or non-voiced.

How many of you have noticed that all people do not speak alike?.....Have you noticed that?.....You have to think of someone who speaks very well and try and tell me why that person speaks so well in your opinion. Can you think of someone who speaks well Eugenia?

Eugenia: You

Teacher: Why? Why is my speech different from yours?.....

Eugenia: You don't talk so fast.

Teacher: It's a question...right...of making certain letters are very sharp in their pronunciation. Can you think of any other reasons?.....Do I open my mouth when I speak? ...Do I shout at you when I speak?...You hear me shout?

Student: What is shout?

Teacher: It's yell.

Student: No.

Teacher: Speak in a loud voice. Ah. Do I speak loud enough for you to hear me?.....

Students: Yes

Teacher: Do you hear me pronounce the final consonants?

Students: Yes...

Teacher: Do I speak slowly enough for you?

Students: Yes

Teacher: These are the reasons why one person speaks well and another person does not...The most important reason is that fact that the person speaks distinctly... No let me...ah...tell you some words and sounds...then I'm going to ask you to repeat them...The first sound we are going to work on is the y sound as in yet. Now this is a voiced sonconant...You raise the middle of the tongue as for ee and you force the breath through the narrow space with the ventilation of the vocal cord. That's how you do it...Watch my mouth....Yah.....

Class: Yah

Teacher: Yeh

Class: Yeh

Teacher: Yeeh

Class: Yeeh

Teacher: Yooh

Class: Yooh

Teacher: Yaw

Class: Yaw

Teacher: Alright. We'll start with Eugenia and go around the room...Let's do the drill first. Ya, yeh, yeeh, yooh

Class: Yah, yeh, yeeh, yooh

Teacher: Good, next

Student 1: Yah, yeh, yeeh, yooh

Teacher: Too fast

Student 1: Yah, yeh...

Teacher: Yah, yeh...

Student 1: Yeeh, yooh

Teacher: Right

Student 2: Yah, yeh

Teacher: No, no! Listen, no. You are not putting your tongue in the correct position. Yahhhhh

Student 2: Yah

Teacher: Good

Student 2: Yeh, yeeh, yooh

Teacher: Very good!

Student 3: Yah, yeh, yeeh, yooh

Teacher: Very good! Now the y sound occurs at the beginning of the word in the middle of the word. Some of the sounds we are going to...some of the words that I will say will have y at the beginning and y in the middle. After I say the word repeat it after me. Yard y

Class: Yard

Teacher: Yeah

Class: Yea

Teacher: Year

Class: Year

Teacher: You

Class: You

Teacher: Yoke

Class: Yoke

Teacher: Yaw

Class: Yaw

Teacher: Yak

Class: Yak

Teacher: What is a Yak?

It is a type of deer....

Student: What is a deer?

Teacher: Oxen. Some of them are oxen. Haw big horns and very frequently you see it at the museum. It's found in the upper part of Tibet.

Yet

Class: Yet

Teacher: Yacht

Class: Yacht

Teacher: What is a Yacht?

Student: A boat

Teacher: A very large and luxurious boat, yes.

Yellow

Class: Yellow

Teacher: Yield

Class: Yield

Teacher: Now I'm going to ask you to repeat these words after me.

Yak

Student 1: Jak

Teacher: No. YYYYak

Student 1: JJJJak

Teacher: Now watch my tongue and its position. YYYak

Student 1: Yak

Teacher: You see the tongue is elevated and comes down. Yak

Student: Yak

Teacher: Right!

Yet

Student 1: Yet

Teacher: Good! Yacht

Student 1: Yacht

Teacher: Very good! Repeat these words: yak

Student 2: Yak

Teacher: Yet

Student 2: Yet

Teacher: Yellow

Student 2: Yellow

Teacher: Repeat Yield

Student 3: Yield

Teacher: Yellow

Student 3: Yellow

Teacher: Yacht

Student 3: Yacht

Teacher: Yak

Student #: Yak

Teacher: Yet

Student 3: Yet

Teacher: Yoke

Student 3: Yoke

Teacher: Alright! Now...that's very good. We are going to say some sentences. I will say the sentences, please repeat it after me....Miss Youman yearned to visit her young friends.

Student 1: Miss Youman...

Teacher: Yearned

Student: Yearned to visit her young friend.

Teacher: What does yearned mean?

Student 1: Yearned?

Teacher: Yearned. What means: She yearned to visit her friend.

Class: She wanted

Teacher: Wanted it very badly. Yes

Say the sentence, please.

Miss Youman yearned to visit her young friends.

Class: Miss you...

Teacher: Youman

Class: Youman

Teacher: Yearned

Class: Yearned

Teacher: To visit

Class: To visit

Teacher: To visit her young friend.

Class: To visit...her young friend.

Teacher: Alright! Let's go on to the next sentence.

Mrs. Yates bought a yard of silk and some yarn....

Student 2: Mrs.....Mrs. Yates young...

Teacher: No. Start again.

Mrs. Yates

Student 2: Mrs. Yaters

Teacher: Yates

Student 2: Yates

Teacher: Good! Bought a yard

Student 2: Bought a yard...

Teacher: Yard

Student 2: Yard

Teacher: Of silk

Student 2: Of silk

Teacher: And some yarn

Student 2: And some yarn

Teacher: Yarn

Student 2: Yarn

Teacher: That's better. Work on it and practice it.

Student 2: Mrs. Yates

Teacher: Yates

Student 2: Bought a ya...

Teacher: Yard

Student 2: A yard of silk from

Teacher: And some yarn

Student 2: And some yarn

Teacher: What is yarn? Yarn. What is that?...How many of you knit. ....Knit...Make a sweater. The wool is called yarn. Now here is a very, very famous expression, and it has a great many y/s in it.

Youth yearns to be old while aged yearn to be young again.

Eugenia

Youth yearns to be old

Eugenia: Youth...

Teacher: yearns to be old

All: Youth...yearns to be old

Teacher: While aged yearn to be young again.

Eugenia: While aged yearn to be young again.

Teacher: What does that mean?.....Anyone.....
Youth yearns to be old. Young people want to be older... right While aged yearns to be young again.

Eugenia: Old people want to be young

Teacher: Right! Very good!
Alright. Now just in summation let me review the position of the tongue for making the y sound. You raise the middle of the tongue as for ee and force the breath through the narrow space with vibrations of vocal cords. And here is an example of it: yah, yeh, yeeh, yooh, jaw. Now we are going on to the next area which is the use of the letter j....Many people confuse the pronunciation of j and y. So it is necessary to become proficient in both of these letters. J is a compound voiced consonant. It is a combination... in sound....of d and zh. For example you make the sound of d///ddd and you run it into the zh. So the j is the sound zh voiced. Let's look at some of the drill exercises. jah.

Class: Jah

Teacher: Jeh

Class: Jeh

Teacher: Jeeh

Class: Jeeh

Teacher: Jooh

Class: Jooh

Teacher: Jaw

Class: Jaw

Teacher: Age

Class: Age

Teacher: Edge

Class: Edge

Teacher: Eedge

Class: Eedge

Teacher: Oodge

Class: Oodge

Teacher: Odge

Class: Odge

Teacher: Now this sound occurs at the beginning of a word, in the middle of a word, and at the end of a word....I'm going and ask you to repeat them after me. Jar

Class: Jar

Teacher: Let's do it individually, so I can hear each one of you better.

Jar

Student 1: Jar

Teacher: Jade

Student 2: Jade

Teacher: Jeer

Student 3: Jeer

Teacher: Jut

Student 1: Jut

Teacher: Jolt

Student 2: Jolt

Teacher: Jaw

Student 3: Jaw

Teacher: Very good!

Teacher: Jar

Student 1: Jar

Teacher: Jar. Say this drill work: jjjjjj

Class: JJJJJJ

Teacher: J

Class: J

Teacher: Right! Jar

Class: Jar

Teacher: Jade

Class: Jade

Teacher: Jeer

Class: Jeer

Teacher: Jut

Class: Jut

Teacher: Jolt

Class: Jolt

Teacher: Jaw

Class: Jaw

Teacher: Good for you!

Student: What is jeer?

Teacher:4 Jeer is when you make fun of someone. J-e-e-r

Jae

Class: Jar

Teacher: Jade

Class: Jade

Teacher: Jeer

Class: Jeer

Teacher: Jut

Class: Jut

Teacher: Jolt

Class: Jolt

Teacher: Jaw

Class: Jaw

Teacher: You don't have to work on the J'a but you must put more work on the Y sound. That is, the tongue position you are not used to. Jar

Class: Jar

Teacher: Jade

Class: Jade

Teacher: Jeer

Class: Jeer

Teacher: Jut

Class: Jut

Teacher: Jolt

Class: Jolt

Teacher: Jaw

Class: Jaw

Teacher: Very good! Alright, let's try some words that have j in the middle of the word. Reject

Class: Reject

Teacher: Injury

Class: Injury

Teacher: Next. Reject

Student 1: Reject

Teacher: Reject

Student 1: Reject

Teacher: Your teeth are too tight when you say it. Re-ject

Student 1: Reject

Teacher: Injury

Student 1: Injury

Teacher: Good! Reject

Student 2: Reject

Teacher: Injury

Student 2: Injury

Teacher: Right! Let me give you some sentences. Please repeat them after me individually.
John Jones joined the Junior Jeffersonian club.
It's a long sentence, but you can do it!
John Jones...

Class: John Jones

Teacher: Joined the junior

Class: Joined the junior

Teacher: Jeffersonian...

Class: Jeffersonian

Teacher: Club...

Class: Club..

Teacher: Yes
Next. Open your mouth, wide. John

Student 1: John

Teacher: Jones

Student 1: Jones

Teacher: Joined

Student 1: Joined

Teacher: The junior

Student 1: The junior

Teacher: Jeffersonian Club

Student 1: Jeffersonian Club

Teacher: Very good! John Jones. John Jones

Student 2: John jon..

Teacher: No. John

Student 2: John

Teacher: Jones

Student 2: Jones

Teacher: Joined

Student 2: Joined

Teacher: The junior

Student 2: The junior

Teacher: Jeffersonian

Student 2: Jeffersonian

Teacher: Club

Student 2: Club

John Jones Jeffersonian

Teacher: You're not putting the endings on the words

John Jones

Student 2: John Jones joined the junior

Teacher: Jeffersonian

Student 2: Jeffersonian

Teacher: Very good!

George studies geography, geometry and geology.

Student 3: George

Teacher: Studies

Student 3: Studies

Teacher: Geography

Student 3: Geography

Teacher: Geometry

Student 3: Geometry

Teacher: And geology

Student 3: And geology

Teacher: George studies

Student 4: George studies

Teacher: Geography

Student 4: Geo...gr..

Teacher: Geography

Student 4: Georgraphy

Teacher: Geometry

Student 4: Geometry

Teacher: And geology

Student 4: And geology

Teacher: During June and July Julia makes jelly and jam

Student 5: During

Teacher: June and July

Student 5: June and July

Teacher: Julia

Student 5: Julia

Teacher: Makes jelly and jam

Student 5: Makes jelly and jam

Teacher: Jelly

Student 5: Jelly

Teacher: And jam

Student 5: And jam

Teacher: jjj

Student 5: jjj

Teacher: Right! You see, it is a voiced consonant

Student 5: During June and July Julia makes jelly and jam

Teacher: Very good!

Now the difference between the j and the y is that j is compound voiced consonant, in summary...Now what you must do this weekend is take the list of words which I will give you at the end of this period and take a little mirror in your hand and watch the position of the tongue and lips. That is the best way to learn the correct pronunciation.

This lesson was taped at the Robinson Bilingual School, San Juan, Puerto Rico.

Audience - Bilingual 1st graders who attended school in New York City for a period of 6 months to 1 year.

Teacher: We are going to hear ourselves the way we pronounce certain letters and some of the letters we know. Start with the B sound. Which are words that start with B?

Class: Boy

Bird

Ben

Teacher: Right:

Can you think of some that start with the sound fffff

Can you think of some words?

Class: Fat

Teacher: Fat and..

Class: Fly!

Teacher: And what if I said: MMMM

Class: Moe

Teacher: Mo----

Class: Motor

Teacher: Motor! Very good!

Some Child: Mother

Teacher: Now, if I said rrrr

Class: Ruth!

Teacher: Ruth. And what else?

Class: Saw

Teacher: What?

Student 1: Roach!

Teacher: Roach. That's the girl!

Okay.

Student 2: Do you remember that kid that killed a roach?

Teacher: You killed a roach the other day. Well, roach starts with what letter?

Class: rrr

Teacher: And what letter makes the sound of rrr?

Class: R

Teacher: R. Very good!

Okay. So, now today we are going to...Have two sounds. And we are going to have some fun with the sound. Okay. The first one is going to be the sound J. Okay? JJJJ

All: JJJJJ

Teacher: Now you say it without me. Okay?

Class: J J J J J J

Teacher: Okay. Can you think of a word which starts with the sound of J?

Class: Jar, Jam

Teacher: Jar is a good one, jam is a good one.

Student: Jump

Teacher: Jump is a good one.

Student: Shoe

Teacher: Shoe, shoe. Does shoe sound like J?

Class: No!

Student: Jumbo!

Teacher: Jumbo

Student: Jury

Teacher: Jury. Hey, that's a good one! Where did you get that word?

Student: You have a paper.

Teacher: With a jury on it? I don't think I've had a paper with No. no. Not a jury. Do you know what a jury is?... A jury is when you go to court..Okay And that is a very fancy word. Jury. Okay. What else?..that starts with a j..

Student: Jack in the Box

Teacher: Jack in the Box. That's a good one. Okay, that's the the sound J. Oh, there's some months of the year. Can you think of the year that starts...oh we haven't had summer months. Do any of you know the summer months. No..it's July. Can you say July?

Class: July

Teacher: And June

Class: June

Teacher: Elizabeth, can you say July and June by yourself?

Elizabeth: July, June.

Teacher: Israel, could you say July?
.....July? Can you say that?.....

Israel: I can't.

Teacher: You can't? Why not?....July....Richard?

Richard: July.

Teacher: Eileen

Eileen: July.

Teacher: What about a boy's name. Remember downstairs that we have a boy whose name starts with...

Student: Jerry!

Teacher: Jerry and

Class: Julio

Teacher: and Julio. Very good.

Class: Jeffrey!

Teacher: Jeffrey, Julio, Jerry. Okay. Those all start with what sound?

Class: J

Teacher: Let's say them

Class: Jerry, Julio...

Class: Jeffrey

Teacher: And even Johnny. Okay?

Teacher: But then, we have another sound and its y

Class: Y

Teacher: Y. Okay. What else?

Student: You!

Teacher: You. Well, you starts with that sound. What else?

Student: Yak.

Teacher: Okay, ya, ki ti yak, you yak all the time

Student: Oh!!!! Yak!

Teacher: And, yes, it's an animal

Class: Yes

Teacher: You know that animal?

Student: Yes. The one who comes on TV

Teacher: Yes, the one on Sesame Street.

Student: Oh! You see it in the zoo!

Teacher: Right. If you go to the zoo you can see a..yak. Can you say Yak?

Class: Yak

Teacher: Now, let's play a game
I'll tell you a word and you make the first sound.
Alright?
Yellow

Class: Y

Teacher: An.....June....

Class: J

Teacher: Good! Okay, an.....yesterday

Class: J

Teacher: Yesterday

Class: Y

Teacher: Very good.....ah....

Student: Teacher..

Teacher: Aha?...What about y

Class: Y

Teacher: Okay. And then to top it all, I'll show you...You try to guess...You try to guess...I'll make the sound and you try to show me what letter is done. Okay? Yellow

Student: Y

Teacher: Good. We'll try somebody else. Ah...jump.

Students: J

Student 1: J

Teacher: Okay. Ah...jam

Class: .....J

Teacher: It's jam. You say it

Class: Jam.

Teacher: It's hard. Isn't it? When you try to that jam? If you were to say it with a y it would turn out yam. Yam. Can you feel the difference? Say it again.

All: Jam..Yam..

Teacher: Does anybody knows that a yam is?.....
It's a sweet potato. Remember we had sweet potato? For lunch once? Sweet potatoes are also called yams. But there are also jellies and preserves called jam. (Showing a paper with j and y written on it.) What would it be with this letter?

Class: Jam.

Teacher: And with this letter? (showing paper)

Class: Yam.

Teacher: Yam. Okay, Richard, can you say jam and yam. That's hard. Okay. You try it.

Richard: Jam-yam

Teacher: Yam

Richard: Yam

Teacher: Good! Bertie.

Bertie: Jam -- yam.

Teacher: Eileen.

Eileen: Jam -- Yam.

Teacher: Wendie.

Wendie: Jam -- yam

Teacher: Okay (pointing to another student)

Student: Jam -- jan

Teacher: Oops! Did you hear her? Did she make it different?

Class: Yes, yes!

Teacher: Good that's what we needed. Finally somebody... Okay, can you try doing it again?

Student: Jam, yam

Teacher: Jam, yyyam. Okay? Again.

Class: Jam, yam.

Teacher: Ah, Ah. Elizabeth again.

Teach & Eliz: Yam

Te a cher: What about a hard one. If I give you a hard one.. yellow and jello.

Student: Yellow, jello!

Teacher: Okay, let's try (showing letter Y) With this letter?

Class: Jello.

Teacher: Jello. And, with this letter?

Class: Yellow

Teacher: Yellow, With this letter?

Class: Jello

Teacher: Can you say it by yourself Eileen?

Eileen: Jello...yellow.

Teacher: Good! Wendy.

Wendy : Yellow, jello.

Teacher: Ups! (laughs) Did she make any difference there?

Class: No.

Teacher: Say it again

Wendy: Jello...yellow.

Teacher: There, that's a good girl. Elizabeth

Elizabeth: Jello, yellow.

Teacher: Yellow. Try it again.

Elizabeth: Jellow

Teacher: Mervin, can you tell Elizabeth where to put her tongue?

Mervin: When she's going to say the y

Mervin: Yellow

Teacher: Where does your tongue go?

Mervin: You move it up to your gum.

Teacher: To you gum? Okay you start with your tongue behind your teeth. Okay, in the bottom.

Teacher: J

All: Jello

Teacher: And for the other it goes up.

All: Yellow

Teacher: For the yellow your tongue isn't there any more. It's y. You sort of pick up the middle. Yellow.

Student: Don't you knock it down?

Teacher: It's that from you? (pointing to the student)...Did you say that?

APPENDIX B

TEACHER TALK	INDIRECT INFLUENCE	1.* ACCEPTS FEELING: accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included. 2.* PRAISES OR ENCOURAGES: praises or encourages student action or behavior. Jokes that release tension, not at the expense of another individual, nodding head or saying, "um hm?" or "go on" are included. 3.* ACCEPTS OR USES IDEAS OF STUDENT: clarifying, building, or developing ideas suggested by a student. As a teacher brings more of his own ideas into play, shift to category five. 4.* ASKS QUESTIONS: asking a question about content or procedure with the intent that a student answer.
	DIRECT INFLUENCE	5.* LECTURING: giving facts or opinions about content or procedure; expressing his own ideas, asking rhetorical questions. 6.* GIVING DIRECTIONS: directions, commands, or orders to which a student is expected to comply. 7.* CRITICIZING OR JUSTIFYING AUTHORITY: statements intended to change student behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.
		8.* STUDENT TALK-RESPONSE: a student makes a predictable response to teacher. Teacher initiates the contact or solicits student statement and sets limits to what the student says. 9.* STUDENT TALK-INITIATION: talk by students which they initiate. Unpredictable statement in response to teacher. Shift from 8 to 9 as student introduces own ideas.
		10.* SILENCE OR CONFUSION: pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

APPENDIX C

1. What percentage of the class time does the teacher talk?

2. What percentage of the class time do the pupils talk?

3. Does the teacher use more indirect or direct influence during a lesson?

4. Is the teacher more indirect or direct in the way he motivates and controls the class?

5. What kind of immediate feedback does the teacher give to the pupil after they respond?

6. To what extent do pupils participate for extended periods of time?

7. What behaviors does the teacher use to elicit pupil response in the class?

8. To what extent are pupil responses which are called for by the teacher narrow, predictable ones and to what extent are pupils given the opportunity to bring in their own ideas?

9. What behaviors does the teacher use more extensively in communicating?

Appendix D

	Pairs	Minimal Pairs	Contrasting Sounds	Numerals	Props	Rules	Sound in Words Sentences & Phrases	Reading Aloud	Dia-logue	Songs & Rhymes& Poems	Drills	Contrast With Native Language	Normal Speech	Sounds in Isolation	Dictation	Phonetical Transcrip tion	Dis-cus-sing Pic-tures
Lado	✓	✓	✓	✓	✓		✓	✓	✓		✓			✓		✓	✓
Finocchiaro		✓	✓	✓	✓	✓	✓				✓					✓	
Rivers		✓					✓			✓	✓	✓	✓		✓		